

Instructional Decision Making

Wapsie Valley
Community Schools



What?

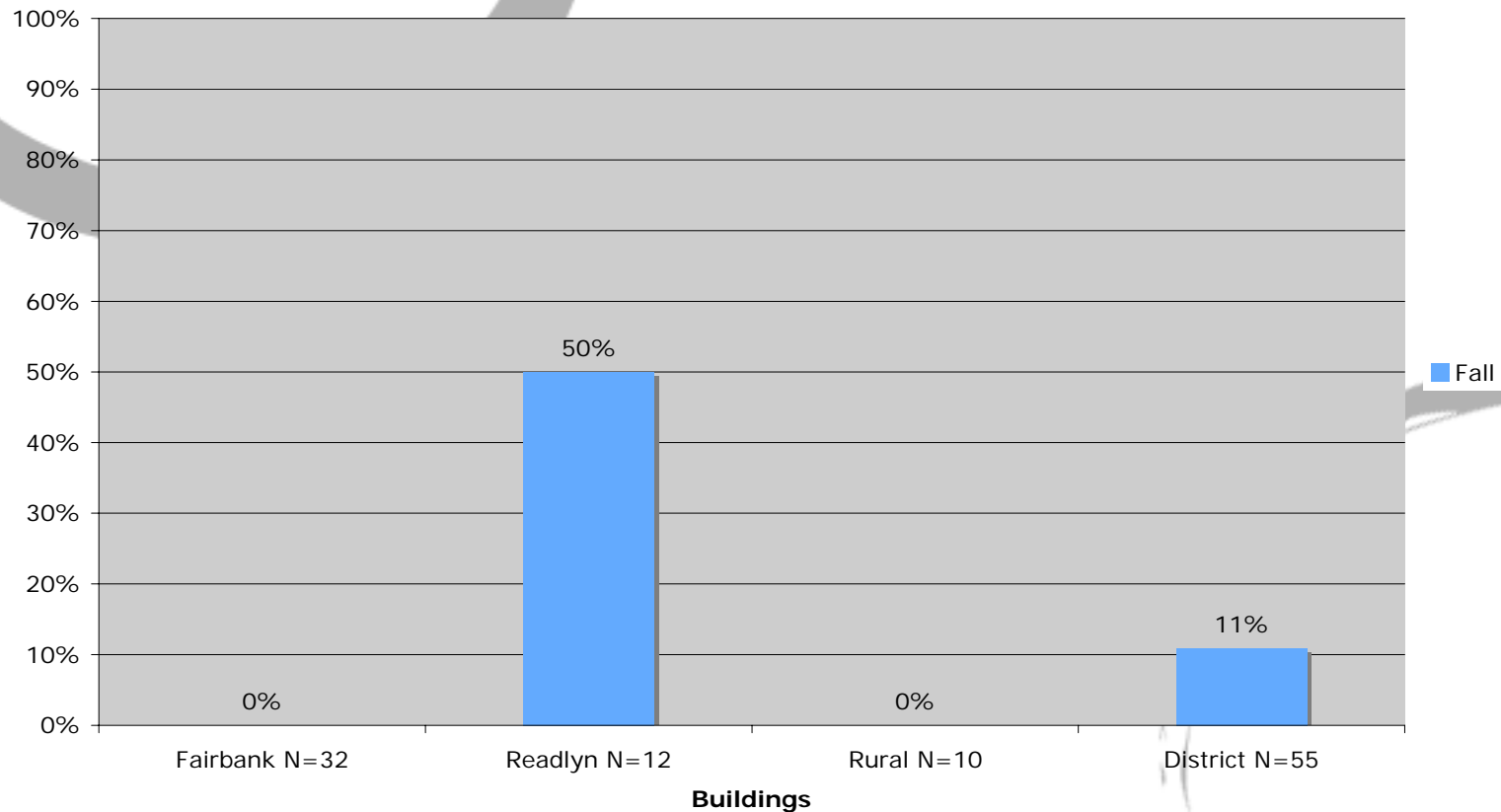
- Catalyst to Make a Difference
- First things first:
 - Develop District Action Plan
 - Develop District Assessment Plan
 - Address Core Program

What?

- District Assessment Plan
 - Overlapping assessments (Screening)
 - Gaps in assessments (Diagnostic & Formative)
 - Streamline summative assessments (ITBS)

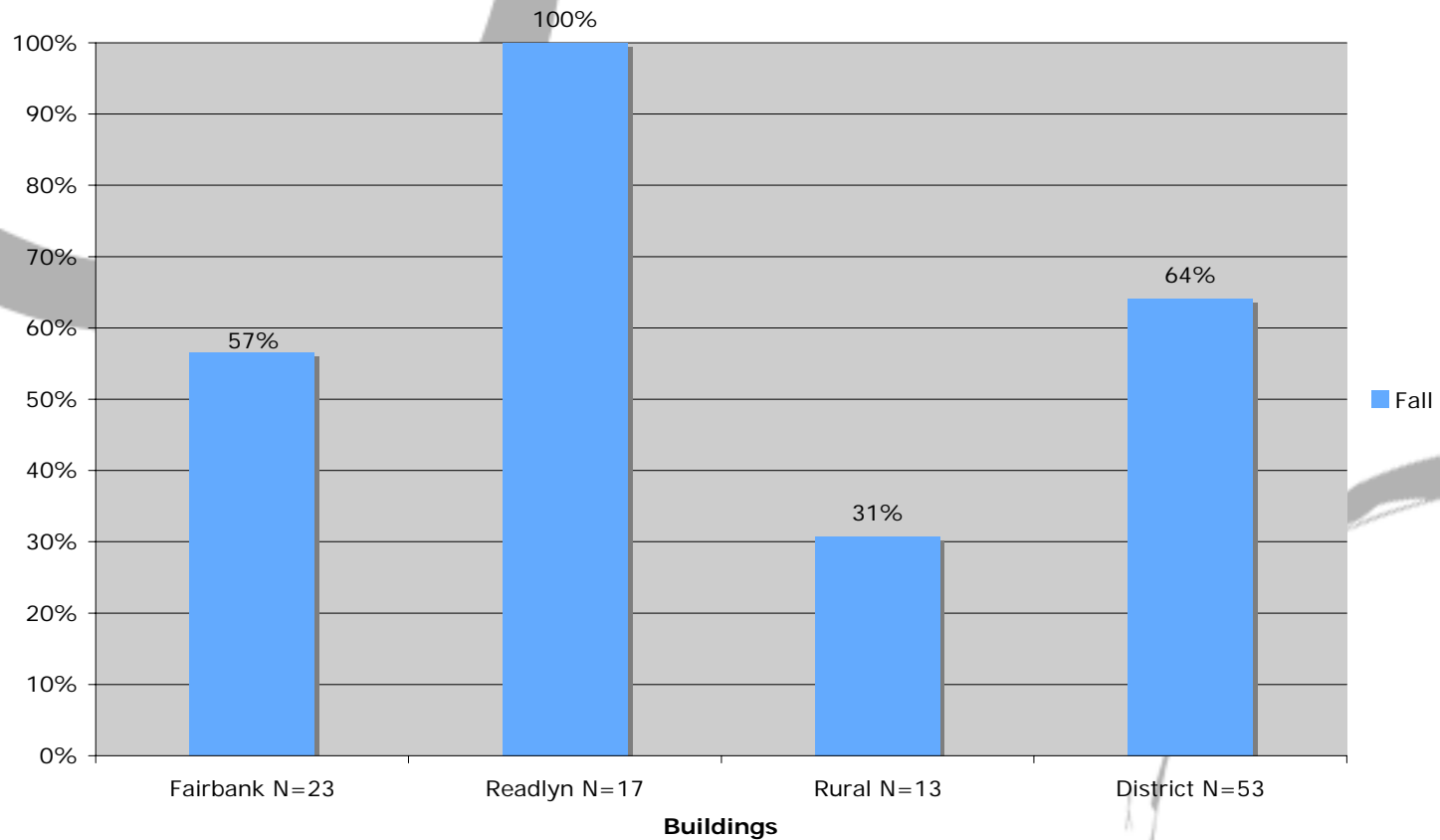
What?

**Developmental Reading Assessment
Grade Two
2006-2007
Text Level**



What?

Basic Reading Inventory Grade Six 2006-2007



What?

- Address Core Program
 - Differentiating through Small Group Instruction
 - Professional Development
 - Collaboration

What?

- Address Supplemental Support
 - Differentiated Learning Plans
 - Increased Rigor and Intensity
- Delivery of support
 - Classroom Teacher interventions
 - GATE Support
 - Title 1 Support
 - Associate Support

What?

- Address Intensive Support
 - Differentiated Learning Plans
 - Maximized Rigor and Intensity
- Delivery of support
 - Classroom Teacher interventions
 - GATE Support
 - Resource Support

Differentiated Learning Plan

WAPSIE VALLEY COMMUNITY SCHOOLS DIFFERENTIATED LEARNING PLAN		___ Supplemental ___ Intensive
Student: _____		
Grade: _____ Teacher: _____ Date: _____		
Person(s) responsible: _____		
Student's Strengths/Weaknesses	Area of Concern (Data indicating need) ___ Comprehension ___ Word Accuracy ___ Self-Correction ___ Fluency ___ Motivation	BASELINE What is the student currently doing? GOAL What does the student need to be able to do? <u>How Well?</u>
Parent Involvement: Initial contact date/time		Formative Evaluation Plan Assessment Tool: Monitoring Period:

Differentiated Learning Plan

Instructional Action Plan
<p>Instructional Procedures/ Strategies:</p> <div># of sessions per week: Length of time per session: Instructional Setting: Person/title responsible:</div>
<p><u>Outcomes/ Results</u> (Attach graph/chart that shows progress over time.)</p>

Differentiated Learning Plan

Wapsie Valley Community Schools Instructional Action Plan

Supplemental _____
Intensive _____

Problem	Possible Interventions	Instructional Setting	Data Tools	Data Organization
Comprehension	Vocabulary Strategies	Small group (size):	How often:	Chart or Graph (See reverse side)
	Question-Answer Relationships	Partner with:		
	Graphic Organizers	Individual		
	Semantic Mapping	Other:	How long:	
	Retellings			
	Directed Reading Thinking Activity (DRTA)			
	Reciprocal Teaching			
		Materials	Data Tools	
	ARC		Retellings	
	Read Aloud		Probing questions	
	Talk Aloud		Student Summaries	
	Think Aloud		Informal Reading Inventories	
	Purpose Setting		Harcourt assessments	
	Possible Sentences		Other:	
	Expectation Outline			
	Anticipation Guide			
	Macro-Cloze			
	Inference Sort			
	Text Structures			
	Guided Reading Procedures			
	Data Charts			
	Character Analysis			
	Imagery			
	KWL			
	Jigsaw			
Other:				

[illegible]

Building: _____

Grade: _____

Teacher:_____



Record comprehension score. Compute % (total correct ÷ total possible) and plot on the graph.

So What? Lessons Learned

- What is “IDM” again?
 - It’s a process that takes time.
 - Paradigm shift in thinking
 - Understanding Data
 - Using Research-Based Strategies
 - Developing Teachers’ Self-Efficacy

Now What? Next Steps

- Immerse more deeply in Reading Strategies
- Develop Differentiated Learning Plans for Mathematics
- Develop Differentiated Learning Plans for Behavior Interventions

Now What? Next Steps

- Contributions from School Counselor
- Role of GATE Teacher in IDM process
- Delivery of Instruction
 - Matching provider to student need
- IDM/BLT Configuration of Committees